

Title VI/Title III Grantee Collaboration Action Document



What is Title VI and Title III grantee collaboration?

The Older Americans Act (OAA) requires coordination between Title VI grantees and AAAs/service providers with support from State Units on Aging (SUAs).^{1,2,3} In 2018, Administration for Community Living's (ACL) Administrator and Assistant Secretary for Aging, Lance Robertson, reiterated this requirement and advised SUA directors to support collaboration to meet the needs of tribal elders.⁴

"I am inviting you to consult with the tribes in your state and target tribal members as appropriate. The Older Americans Act (OAA) requires coordination between Titles III, VI and VII in efforts to meet the needs of tribal elders."

-Lance Robertson

In 2020, ACL contracted with New Editions Consulting and their subcontractor, The Lewin Group (Lewin), to learn more about Title VI and Title III grantee collaboration. Lewin interviewed a small sample of Title VI grantees, AAAs/service providers, SUAs, and subject matter experts, for a study about activities, best practices, facilitators and barriers, and recommendations related to collaboration.

During these interviews, Lewin learned that collaboration between Title VI and Title III grantees is not always related to funding. Examples of collaboration activities included:

¹ Compilation of Older Americans Act of 1965, as amended through P.L 116-131. (2020, July 21). Retrieved August 13, 2020 from: <https://bit.ly/33LkvHz>

² Three sections relevant to grantee collaboration are: Sec. 306(a)(11) for Title III area plans, Sec. 614(a)(11) for Title VI applications, and Sec. 307(a)(21)(A) for state plans on aging.

³ In this document, we define "Title III grantee" as including AAAs, service providers, and SUAs.

⁴ As referenced in a letter sent by Lance Robertson on March 30, 2018 to the directors of SUAs.

What are facilitators and barriers to Title VI and Title III collaboration?

Trust and **relationship-building** are key to successful collaboration among Title VI grantees, AAAs/service providers, and SUAs. This includes acknowledging, integrating, and respecting Native values and practices, cultural competency, and tribal sovereignty (when applicable).

- **Cultural competency** refers to a set of practices that acknowledge and meet individuals' cultural, social, and linguistic needs.⁵
- **Tribal sovereignty** is the inherent right of American Indians and Alaska Natives to self-govern. Many, but not all, Title VI grantees are federally recognized sovereign nations.

Other facilitators and barriers to collaborative relationships include:

FACILITATORS

- ⊕ Consistent and open communication
- ⊕ Shared vision and aligned goals
- ⊕ A “champion” or liaison as a consistent point-of-contact
- ⊕ Cultural respect and awareness
- ⊕ Title VI grantees on advisory boards
- ⊕ SUA support
- ⊕ Previous good relationships

BARRIERS

- ⊖ Staff turnover and limited staffing
- ⊖ Misaligned visions
- ⊖ Different reporting requirements
- ⊖ Miscommunication or lack of communication
- ⊖ Lack of information
- ⊖ Rural geography
- ⊖ Previous poor relationships

What are steps to create and build collaborative relationships?

During interviews with Title VI grantees, AAAs/service providers, and SUAs, directors and staff provided the following recommendations:

⁵ National Center for Cultural Competence, Georgetown University Center for Child and Human Development. (n.d.). NCCC: Curricula Enhancement Module Series. Retrieved August 11, 2020, from: <https://nccc.georgetown.edu/curricula/culturalcompetence.html>

FIND LOCAL GRANTEES FOR COLLABORATION

- See the Older Indians website for a list of Title VI Directors or the Aging, Independence, and Disability (AGID) map for information on grantee organizations.
- State Units on Aging (SUAs) can consider distributing lists of grantees.
- Introduce yourself and get to know the grantees.



UNDERSTAND THE POLICIES AND REQUIREMENTS AROUND COLLABORATION

- Check out the Older Americans Act or state-specific information.



INCORPORATE CULTURAL COMPETENCY PRACTICES INTO ORGANIZATIONS

- Practice cultural competency.
- Recognize tribal sovereignty.
- Practice diverse hiring.



HAVE A CONSISTENT POINT OF CONTACT TO STREAMLINE COMMUNICATION



HAVE STANDING CHECK-IN MEETINGS

- Meetings can be helpful to brainstorm solutions or work on events together.



INCLUDE TITLE VI GRANTEE STAFF REPRESENTATIVES AND/OR TITLE VI SERVICE RECIPIENTS ON POLICY AND ADVISORY BOARDS



REGULARLY SHARE ORGANIZATIONAL GOALS AND PLANS WITH EACH OTHER



REACH OUT FOR HELP

- SUAs, Regional Administrators, and grantees can all support collaboration.



DON'T GIVE UP!

- Remember that collaboration can take time.

